

Results: Data Reported
Summit on Higher Education in Central Maine
Saturday, October 1, 2005

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Introduction

The sixty+ people who participated in the Summit on Higher Education in Central Maine were asked to share their experiences in pairs and in groups. This document is a listing of the outcomes of their work. It does not contain any consultant comments or editing.

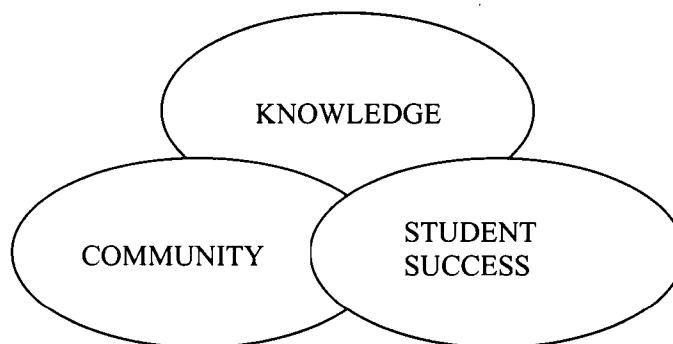
The document contains the list of life-giving forces – essential characteristics, assets and values of higher education in Central Maine. These are the best of the past and a foundation for building the future. It also contains Statements of Possibility for Higher Education in Central Maine. These might be considered vision statements. They are listed along with the amount of support and energy for each one listed. There is an appendix of the questions used to generate the original stories.

**Life Giving Forces of Higher Education in Central Maine -- Core Strengths
List Generated at the Summit on Higher Education in Central Maine
Saturday, October 1, 2005**

The day began with people in pairs telling stories about the best experiences with higher education in Central Maine; the stories were responses to questions (See Appendix A) and then gathering with two other pairs to make meaning of the data. These groups of six named what they considered to be the most important values and assets of higher education in Central Maine - the life-giving forces - based upon the stories they told and heard.

The lists that those groups defined as the characteristics that are the “essence” of higher education in Central Maine - *a definition of the best of it*- are below. These life-giving forces can be used as a foundation for creating an even better future. The list is typed as participants wrote them during the summit. The items have been put into categories chosen by the consultant. The participants’ exact words are used to name the categories and lists.

This graphic is one group's way of describing the essence (life-giving forces) of higher education in Central Maine:



THE LIST

Overcomes barriers - Attitudinal and financial barriers¹

- Resourcefulness (creative funding)
- UMA: The Energizer Bunny of the System, i.e., efficient and long-suffering. “Don’t shoot the wabbit.”
- Innovative and Energetic despite financial and resource barriers. The challenge of staying ahead of students, linkage to other out-of-state institutions, private colleges – in the best interest of students.
- Asset to communities despite rural obstacles

¹ The headings come directly from the list although they are used to organize the list of life-giving forces. The bulleted list area also the product of the participants’. They are only edited for grammar to make sense.

Student focused atmosphere and support

- Student focused
- “We value where students “are” when they start their education.
- Student-centered
- Responsive
- Supportive learning community – contact with faculty
- Faculty and staff
- Success: One student at a time
- Individuals make a difference

Responsive: Innovation, Collaboration & Cooperation

- Autonomy within a unifying vision and mission
- Collaborative efforts in Central Maine
- Collaboration (“shared control”)
- Accountability, Leadership, Collaboration
- Collaboration at Institutional level and Student Experience
- Collaboration is a theme

Community

- UMA educates students to lead Maine: “Other UMS campuses educate students to leave Maine. You will find our students in a local phone book.” (A marketing campaign slogan.)
- Higher education is asset based on value added to the community
- Community has a direct voice in decision making
- Affirmation of community as a whole and of students and their families as part of that community
- Adaptable and responsive to community needs

Partnerships

- Internal and external partnerships
- Existing partnerships
- Partnership(s) with students to teach and learn, with others institutions in state, with communities in region
- Public/private partnerships with business/industry/community
- Seamless partnerships – academic, (transfer/”pathways”), community, and business
- Changing education to meet professional continuing education needs

Access (2)²

- Age is not a barrier to getting an education
- Accessibility
- **Access and opportunity for a diverse Maine population**

² Number indicates how many groups had exact same response

- Accessibility – academic, geographic, flexibility
- Affordable (2)
- Opportunity to stay home
- Existing transfer arrangements – internal and external, 2+2
- Willingness to pursue education in spite of obstacles of age and the accessibility, support of faculty and administration, evaluation of students and direction

Distance Learning

- Education is provided in many sites and locations – Territorial access theme is far reaching
- Quality distance education, responsible, connected live (online, ATM, TV, compressed video, etc.)
- Physical technological institutional knowledge about distributed education

Innovation and creativity

- UMA: The pioneer in Distance Education, innovative teaching and learning

Transforming Lives

- Broadening of horizons – students are provided awareness of possibilities in life – 75% female population
- Social change through education
- Service delivery preparing for the future –(Skate toward where the puck *will* be.)

Array of degrees and programs

- Access to a continuum of higher education

Quality

- Competency of graduates
- Depth of scholarship
- First class experience with "multiple chances"
- Quality education = credible results
- Talented students
- Learning experience: meaningful, practical and applied
- Education isn't linear – requires a broader view
- Contagious enthusiasm – energy
- Physical Plants – Campuses

Statements of Possibility for Higher Education in Central Maine
Generated at the Higher Education in Central Maine Summit
Saturday, October 1, 2005

After the groups listed life-giving forces that define the best, the essence, of higher education in central Maine they were asked to create a dream of a better future based upon those core elements. The words they gave those dreams are below reported under initiatives.

Voting: Individuals were given six votes to distribute according to their values. They could give all six voted to one initiative or spread them out. They did not have to vote for the initiative they worked on. It was their choice to vote or not.

Support	Initiative
46	<p>To ensure that Students at all institutions are treated fairly a revised funding formula for higher education in Maine provides the distribution of the State's allocation of the following eight functions:</p> <ul style="list-style-type: none"> • Undergraduate education • Graduate education • Doctoral • Physical plant • Student support services • Financial aid • Technology • Library resources <p>The new funding formula gives equal valuation statewide for undergraduate studies; it increases financial support by function.</p>
38	University of Central Maine alliance offers a rich array of fully articulated AA, BA and grad degrees relevant in central Maine to place bound and residential students
37	Higher education in central Maine has set the precedence of collaboration among public university and colleges and has become the model for the entire university system.

33	<p>The state of Maine provides access to public higher education through a network of well-administered local campuses, geographically dispersed.</p> <p>The higher education system of Maine serves as the governing body for all public higher education institutions in Maine. They serve as one neutral body dedicated to providing the best possible educational opportunities to Maine citizens.</p> <p>Their (one governing body) goal is to increase efficiency, promote community engagement, resolve disputes, avoid unnecessary duplication in services and programs and act as an independent landlord for the physical facilities.</p>
27	<p>The union of institutions of higher education in central Maine provides fully accessible education at all levels* needed by the citizens of Central Maine. * Licensure, certificates, 2 year degrees, 4 year degrees, graduate degrees, re-licensing, re-certification, personal development, etc.</p>
18	<p>Central Maine higher education provides:</p> <ul style="list-style-type: none"> • (15) Seamless and full access to all students from those considering higher education to graduate students • (1) Satisfaction that fulfills personal aspirations and citizenship • (2) Individual career assessment that leads to academic success resulting in occupational and financial excellence. • Coordination across institutions • Multiple supports to overcome barriers • Coordination across institutions
14	<p>The higher education systems in Central Maine are dynamic, inclusive and financially strong serving a diverse population through the use of technology and collaborative partnerships.</p>
11	<p>UCB/UMA establishes student housing that increases enrollment in specialty programs serving a state-wide population (for example, dental at UCB, Vet Tech at UCB, Music and UMA, architecture at UMA and art at UMA)</p>
10	<p>In response to public support of higher education initiatives the Maine legislature is known nationally for its support.</p>
9	<p>UCB/UMA establishes successful partnerships with other non-profits to deliver quality, affordable childcare to students to remove barriers to college.</p>

6	Central Maine is known for its support of higher education initiatives to create a healthy economy for Maine citizens and future generations
5	Higher education in Central Maine is consolidated in vision and customized to provide a "world-class niche" for each part of the system.
4	UMA addressed economic needs of the state through quality education and opportunities to learn throughout a lifetime
3	The reduced expense associated with the shared management of central Maine's higher educational institutions provides additional resources for instruction, student services and financial aid.
3	UCB/UMA successful collaboration serves as a model for other interactions among other educational institutions
	Collaborates and cooperates with other IHEs
	UMA is a model of public education.
	Establish residential facilities on KVCC and Augusta campuses
	Hub of teaching excellence specializing in using technology.
	Put the AA question to rest and resolve confusion regarding AA, BA and MA degrees

Appendix: Questionnaire

Creating the Best Higher Education System for the People and Communities of Central Maine

1. Best Learning Experience:

Please tell a story about your best learning experience. Recall an experience that involved you and caught your curiosity, attention, creativity, and desire or need to learn. This learning experience is one that stands out because it was so energizing and rewarding. There were probably long-term results.

You might think about the following:

- What was that learning experience?
- What did you learn?
- What were the essential conditions needed to make your learning experience successful and memorable?

2. Boundless Opportunities and Vast Access for All in a Unique Situation:

Maine is a state long on miles and sparse in population. The issues of cost, being place bound, or unprepared for direct entry into college are some of the barriers to higher education in this state. These institutions provide access to many students who would not otherwise be able to attain a college education. Through that access, valuable opportunities to citizens and their communities are available; they make a difference. Would you relate a story of how access to higher education in Central Maine provides opportunity that would not have otherwise been realized?

You might think about the following:

- What was the specific access story?
- What important difference did this access make?
- Who benefited directly and indirectly?
- What are future and present benefits?
- What was required in order for this kind of opportunity to be available and useful?

3. Relationships:

Relationships build opportunities that would not otherwise be possible. The benefits of collaborative, cooperative and collegial relationships expand possibilities and resources for all. Together we get more done than any one person or institution alone.

Three important sets of relationships we hope to focus on are:

- Relationships among institutions of higher education in Central Maine³,
- Relationships between institutions of higher education in Central Maine and the communities or businesses.
- Relationships among local institutions of higher learning in central Maine and statewide systems – either the University of Maine System or Community College of Maine System.

Would you please tell a story that demonstrates the importance of one or more of the above relationships when they are working especially well. Share a time when the cooperation and collaboration resulted in a product, program or benefit that added value to individuals, the institutions, the community or business. The results would not have been possible without coordination, collaboration and mutual contributions.

You might think about the following:

:

- Who was involved in the relationship?
- What was the nature of the relationship and interaction among the parties?
- What was the exceptional outcome?
- What conditions were necessary to facilitate this positive result?
- What do you value most about the connection?
- Were there benefits that extended beyond those initially involved?

4. Financial Consideration/Creative Funding

Individuals, institutions, foundations, etc set priorities for spending money in different ways, based upon different values. From our hearts and minds, we make decisions about which organizations we give to and how much. The

³“Institutions of higher education in Central Maine” refers to are University of Maine, Augusta, University College of Bangor and Kennebec Valley Community College.

work or contributions of those receiving the funds made such an important impact that others are motivated to support them.

Would you please think about a time when people really rallied to provide or find necessary funds, in whatever way possible, to start or continue a program, or agency or initiative? Think of creative ways people and organizations have raised funds – some might say pulled a rabbit out of a hat.

What are your innovative or creative suggestions for finding funds for the institutions of higher education in Central Maine?

5. Values

Would you reflect upon and prioritize what is most important to you about the institutions of higher education in Central Maine and their contributions? Would you share what you find most valuable about them. We will build a vision of higher education in Central Maine based upon these values.

Please list the top 3 attributes, characteristics, outcomes, etc. you value most – those parts of higher education of Central Maine you hold most dear. What is most necessary to preserve and build upon?

6. Wishes for the future

Imagine that you have been granted three wishes and higher education in central Maine is the recipient. What are those three wishes – they are what would make the most difference, have a valuable impact and you would be proud of the results.

Thank you.